

LeRoy-Ostrander Public School C.A.R.D.S. Program

Community for Autism and
Related Disabilities
Services



Let's Start the Tour

Lockers



The students have their own lockers to store their personal belongings in. Parents are encouraged to mark their child's clothing with their initials. Students should also have an extra hat, mittens, and change of clothes at school. Parents are also welcomed to send the child's swimming suit before Thursday.

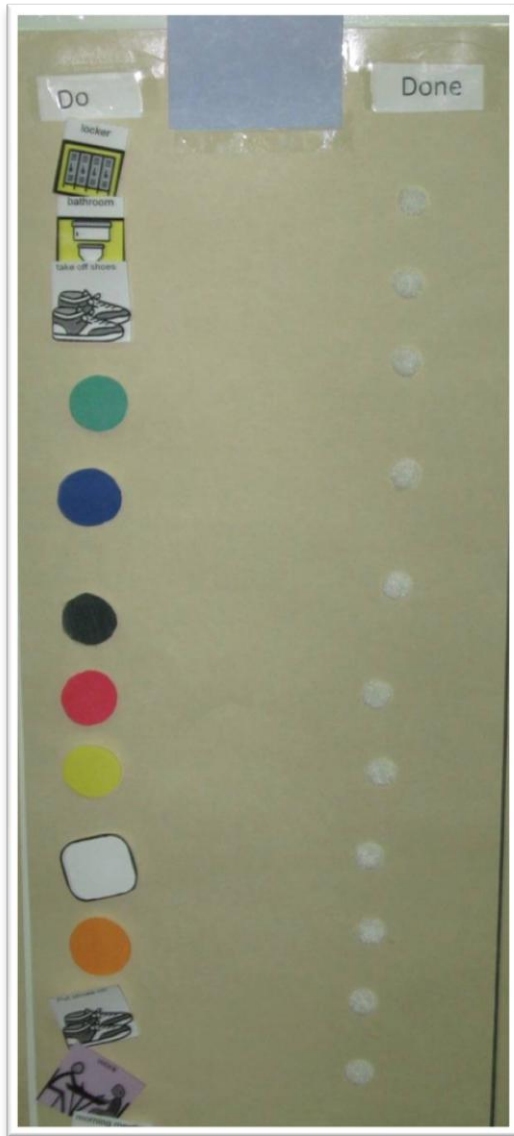
Sensory Room

Sensory room



The sensory room houses the sensory stations, purple work station, and the waiting area. Sensory Integration therapy is extremely important to students with Autism. This area is designed to work with students' proprioceptive system (contracting and stretching muscles), visual system (their body's relationship to space), vestibular system (position of head in relationship to gravity-priming the entire nervous system), and auditory system (has two functions-closely tied to vestibular system in that it deals with gravity/vibration and processing information that is heard). Each student has an individualized sensory diet that drives whether a student would benefit from therapy once a day or several times a day.

Sensory room schedule



This schedule guides the students through the first hour of school. They have a sensory break session (seven stations), purple work station, and then morning meeting at the Smartboard. This is a typical Do/Done schedule. When the student has finished the activity, they would move the picture to the “Done” side and move on to the next activity.

Sensory Room



This is the black
station=
trampoline.

Sensory room



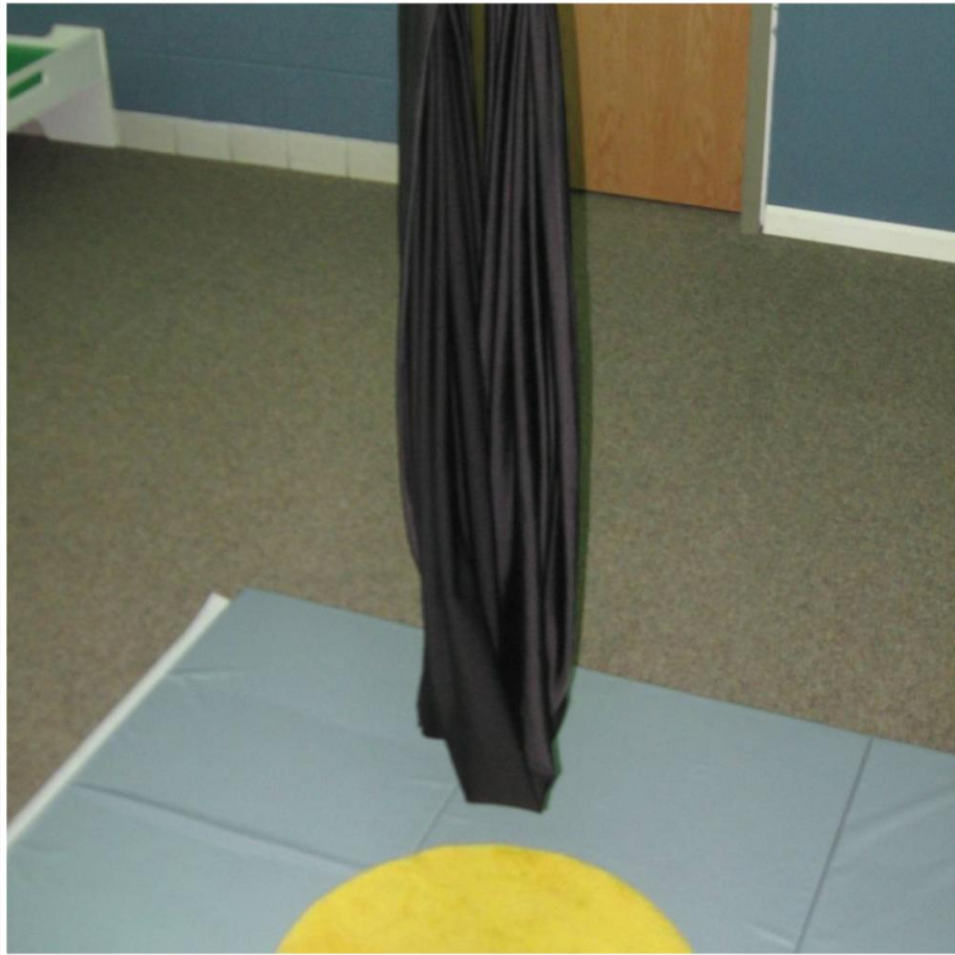
This is the
white station=
peanut therapy
ball

Sensory room



This is one of
the choices for
yellow station=
platform swing

Sensory room



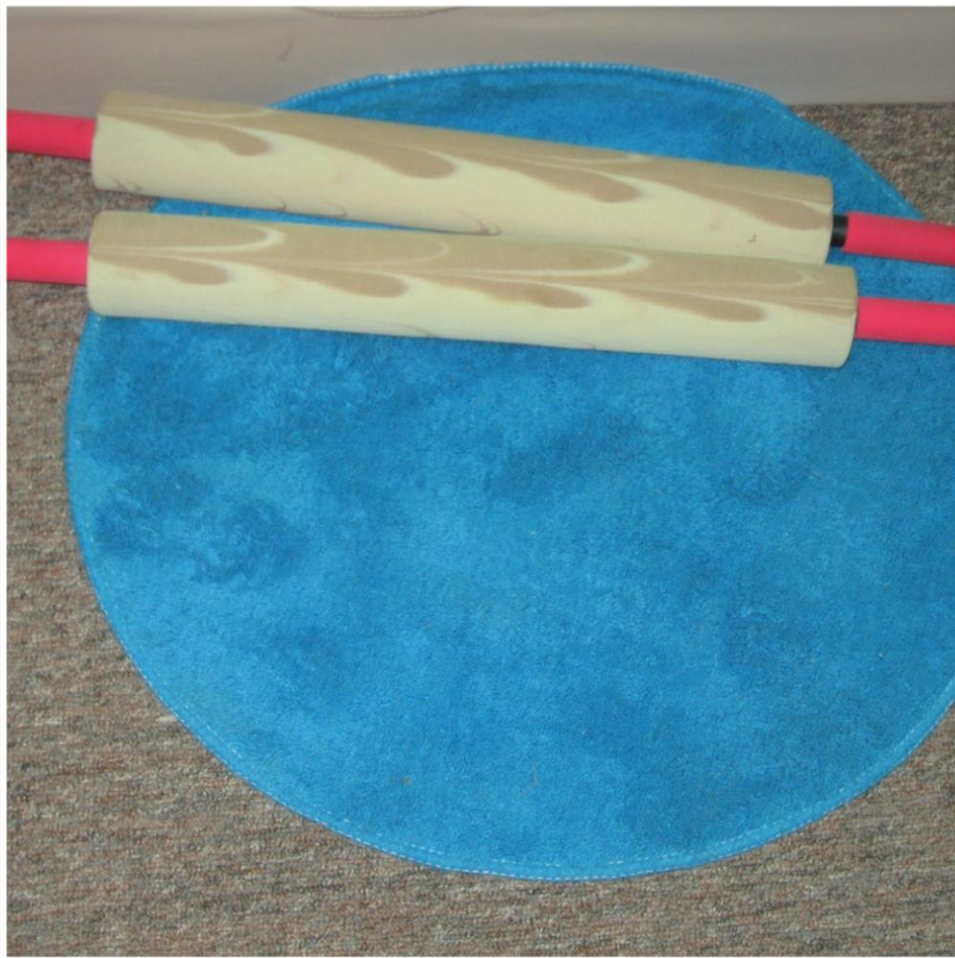
This is one of
the choices for
yellow station=
body sock
swing

Sensory room



This is one of
the choices for
yellow station=
boaster swing

Sensory room



This is the blue
station= body
rolling pins

Sensory room



This is the red
station= body
sock

Sensory room



This is the
orange station=
rocking chair
and a book

Sensory room



This is an extra sensory item that rotates into the stations. It is a pressure canoe.

Sensory room



The sensory room
also has a weighted
lap blanket

Sensory room



The sensory room has a weighted vest.

Low-Sensory room



This is a space that can be requested by a student to take a break in. This space can promote self-relaxation skills for some students before getting back to their schedule. The space is purposefully simple as to not give any unwanted sensory input while a student is implementing their relaxation plan. This is NOT a time-out room.

Waiting chairs



Each student has their own chair that is used to support students when taking off or putting on their shoes during sensory breaks. Also it can be used in waiting for the restroom. It is reassuring for the students to know where to place their shoes as well as their particular spot to wait for another person or in turn-taking situations such as a public restroom.

Schedule and Communication

Classroom schedule



This is the classroom schedule that uses pictures to communicate the sequence of activities that will be completed. This is an afternoon schedule for one of the students which includes activities both in the classroom and in other areas of the school building. The student removes the next activity, puts it in their bin, and then proceeds to the corresponding area. They know to return to their schedule when a staff member gives the student a “check schedule” card.

Classroom schedule



This is another version of a schedule that is used within the classroom. The students attend these six areas to receive instruction, have another sensory break at a table, have milk break, and also a play-based therapy session at special activity. A visual timer is put on the Smartboard to sound when each session is complete. At the end of the session, the student places an “X” on the card and moves on to the next station.

PECs Book



This is a Picture Exchange Communication System (PECS) book. It is used for students that have limited verbal ability. The preferred activity is placed on the red strip. The strip is then removed and given to the teacher to request the preferred choice. Example: I want story.

Classroom schedule



This is a mini-schedule that guides students through a task.

Classroom schedule



This picture card is given to the students to cue (non-verbally) that it is time to check their schedule indicating the completion of the current activity.

Technology

Smartboard



The Smartboard is a great tool for the classroom. It is a touch-sensitive board that allows your hands to act as the mouse. It is used to project and manipulate programs on the computer. The students are drawn to this technology because it increases their computer skills and often motivates the students. The Smartboard is implemented at our morning meeting time.

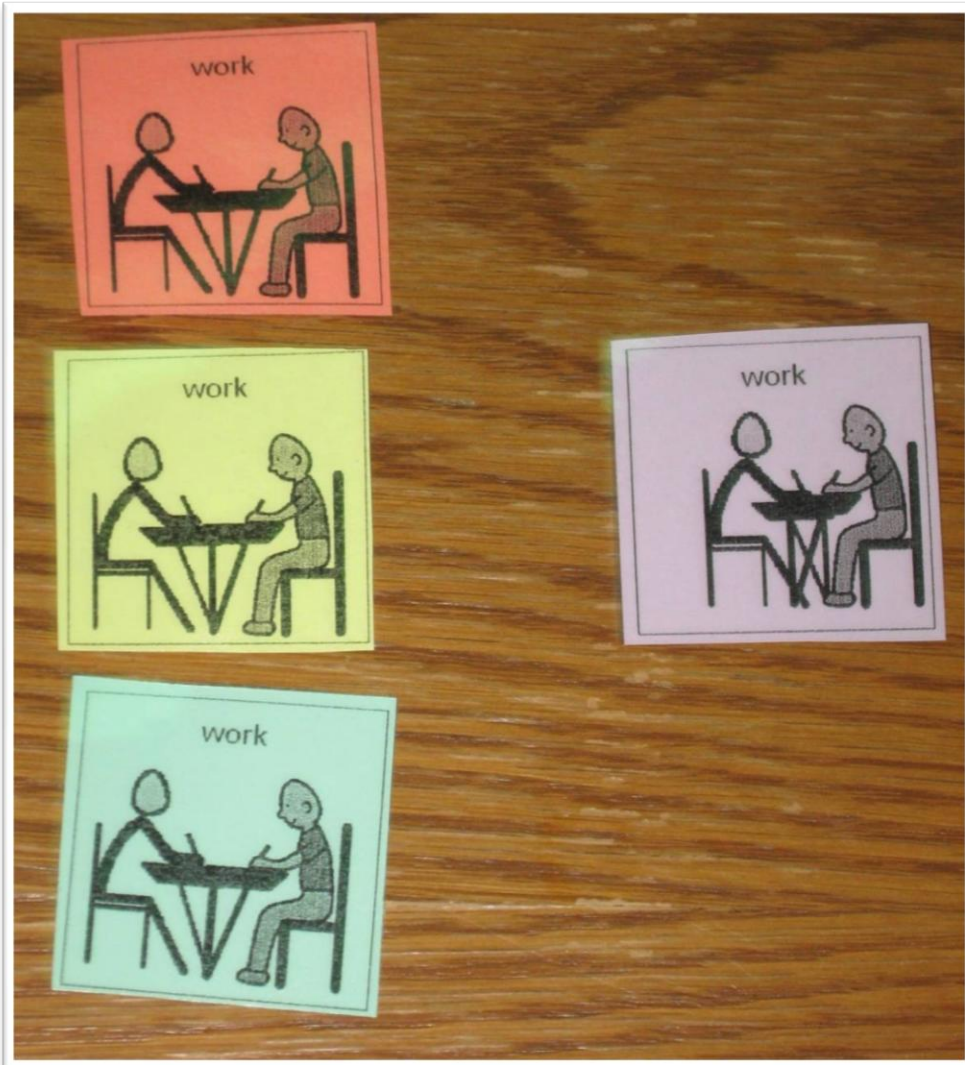
Ipad



We were named the April 2011 KIMT Tools For Schools recipient and with this gift of money we purchased an iPad. This technology has incredible apps (application) that aid students with autism. This can be used as a digital PECS book as well as many other opportunities.

Small Group or Individual Instruction

Classroom schedule



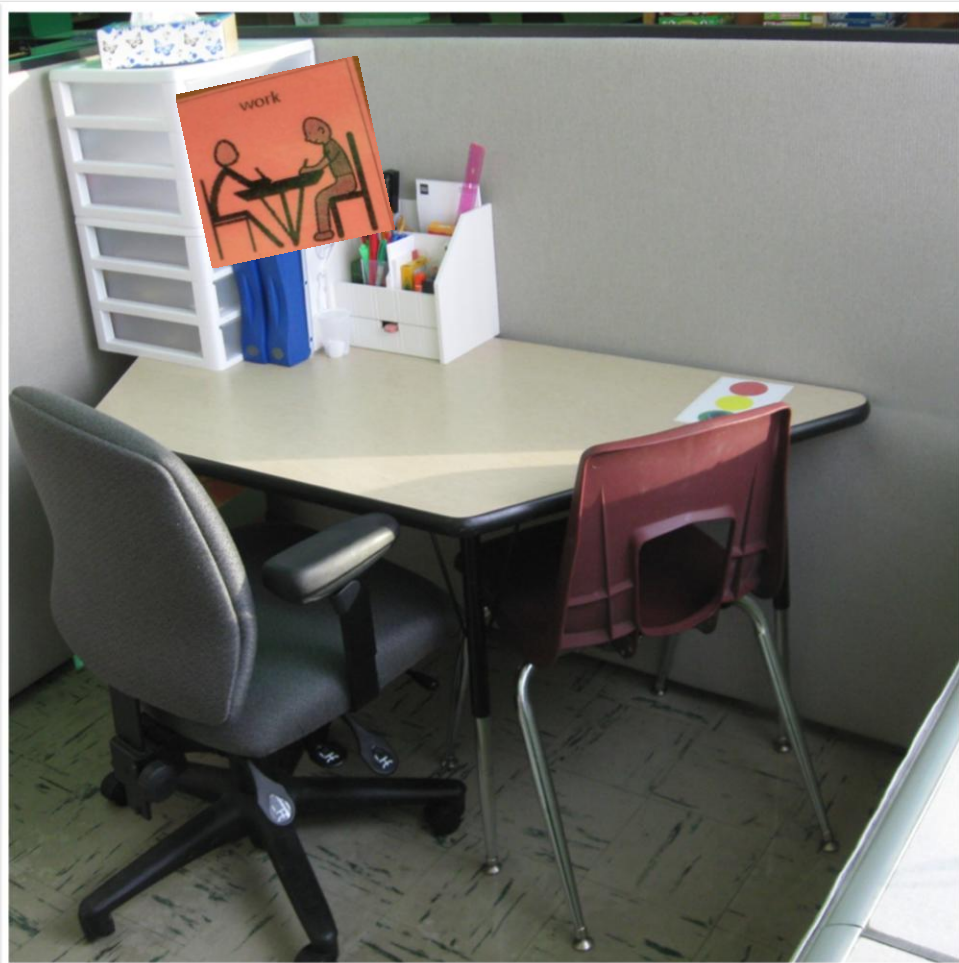
These pictures are used to signify where within the classroom the students are transitioning. The stoplight colors (red, yellow, green) are in the classroom. The purple work station is in the sensory room.

Purple work station (music)



This area is used for music therapy. Music can have many different rewards. This structured station can have social skills imbedded, hand-eye coordination, different speech patterns practice, songs tied to academics, rhythmic movements (yoga) etc.

Red work station (acad)



This is one of the areas where a student is working one-on-one with staff. Work stations are designed so there is not the distraction of seeing other students or other visual stimulus.

Yellow work station (OT, Art)



This station is used for students to have additional time to support fine motor skills, visual phonics, art, supplemental academics, etc.

Green work station (social)



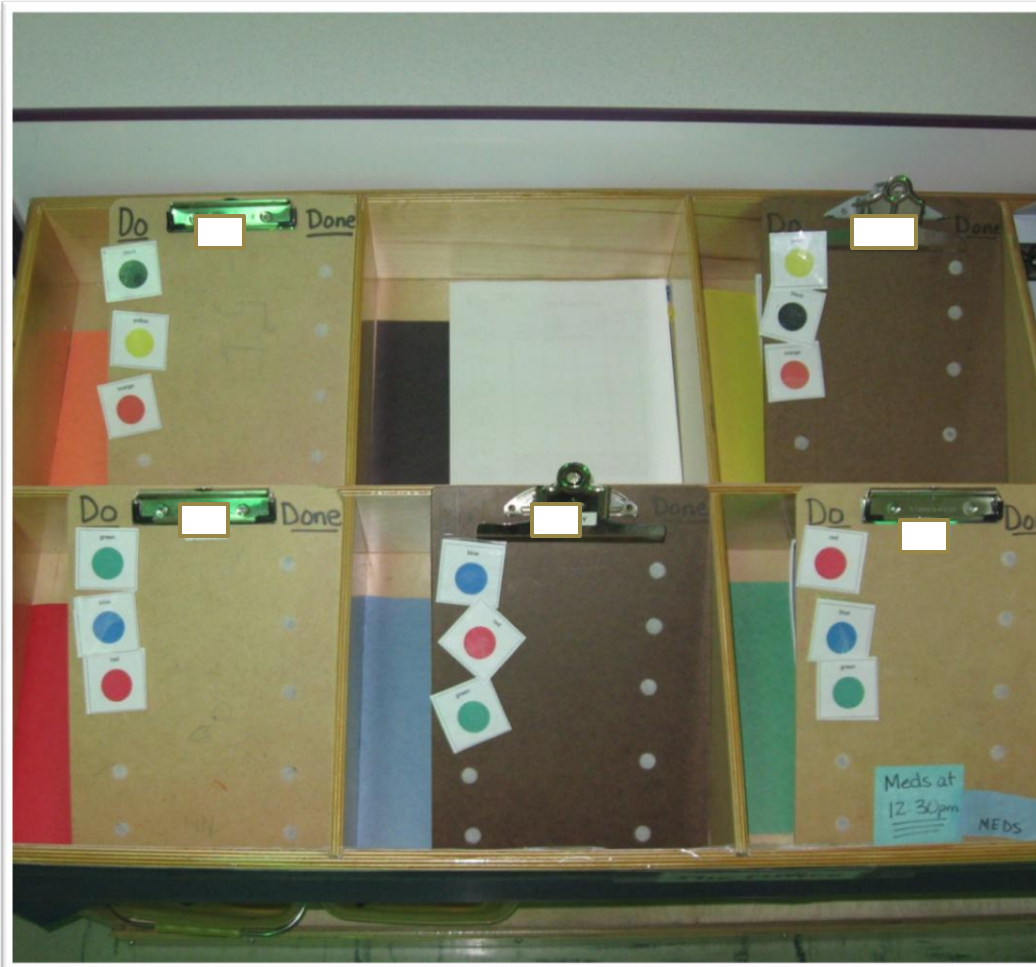
The green area is used for the social worker to work with students on their social skills. Depending on each student's needs this may include turn taking, perspective taking skills, socially appropriate behaviors, pre-teaching curriculum that the student(s) will be a part of in the general education classroom during character education with the social worker, etc.

Independent work stations



The independent work stations are set up for students to implement mastered skills in an independent and structured environment. Students complete “A” first and place it under the shelf. Then they move the “A card” to the done side and then continue with “B” and “C”. The work station is designed for each student but typically include an academic task, a fine motor skill, and a puzzle that is academically related such as color matching, shapes, or spatial reasoning.

The office



This is another academic work area for students. Each student has a clipboard that has three color-coded tasks. Each student places their clipboard and their supply bucket at the table. They match the first color picture on their clipboard with the worksheet in the corresponding colored bin. When they are finished, they put the sheet in the “done” container, move the colored circle onto the “Done” side, and move on to the next color picture.

Sensory and Social Play- based Stations

Sensory table



The sensory table is an area where students can experience sensory input on a smaller scale. The contents of the table are changed to include things such as rice, water, marble runs, spinning globes of light, and tactile sensory tools such as feather dusters, stretch tubes, etc

Special activity



Special activity is an area which includes a variety of different tasks or play scenarios. It may include building with legos, a house with household objects, a farm set, a game, the netbook (computer), etc.

Choice



The choice area is used for students to practice reciprocal skills (turn taking), imagination skills, abstract thinking (problem solving), and many social skills (appropriate play with toys, interacting with staff or peers, etc). The toys are changed to increase their pallet and knowledge of toys.

School-Home Communication

Date: 3-28-11 Student:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Remember: ☐ swimming suit ☐
☐ library book(s) ☐

What I did today:

repetitive therapy	speech therapy	adaptive P.E.	gym	office	swimming	choice
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. Rich Time	swim	library	book on tape	independent work	1:1 work	Music
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special activity	lunch	snack	sensory routine	read a book	class	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

The best part of today was:

Bedroom

I need:

eat

2 successes

challenge

Note from Home

Last night I... ☐ slept all night
☐ was up for a bit
☐ had trouble getting to sleep...
☐ up early at... am

This morning for breakfast I... ☐ ate good
☐ ate okay
☐ ate nothing

This morning I seem to be feeling...
☐ happy
☐ sad
☐ tired
☐ frustrated
☐ other

Other information:

Each day parents are sent home a journal about the day's events. This gives the parents the opportunity to talk with their child about activities they've completed. The staff and/or student(s) dauber the day of the week, activities, and complete "the best part of the day" question. The back of the sheet will include needed supplies and two successes of the day. The teacher may choose to convey a challenge of the day to inform parents that their child had difficulty at a certain task or activity. The parent part consists of three checkmarks indicating how the child slept, how well they ate breakfast, and overall feelings of the morning. The purpose of this journal is to best describe the events leading up to school, during school, and in the evening so that we can best understand how to meet the needs of the student each day. My staff and I spend time each day filling this out for each student and we would greatly appreciate parents taking the time to make three checkmarks to help make each day best suited for success. Also parents can feel free to convey any questions, comments, or upcoming appointments on the sheet.

Homework



The needs of children with autism are not limited to just academics. Based on students' needs, we provide homework in six different areas. Monday is an academic skill, Tuesday is a small book, Wednesday is occupational therapy skills, Thursday is speech and language, and Friday is social skills and adaptive physical education (the weekend is when most families are more active and social). The purpose of the homework is to invite parents into their child's education and understand what skills the school is working on. The homework may have to be adapted for each child (such as a reader may have to be read to a non-verbal child) but it is still a great opportunity for a child to be read to, time with mom or dad, and practice attending skills. Homework does NOT have to be returned.

Other Features of the Program

Swimming



We use the indoor swimming pool at the LeRoy-Ostrander Public School on Thursdays. Students have adaptive swimming lessons the entire school year. Parents must provide a swimming suit and towel each Thursday. A helpful hint is to buy the next size larger swimming suit in the summer because they are very expensive and difficult to find in the fall and winter.

Reading cove



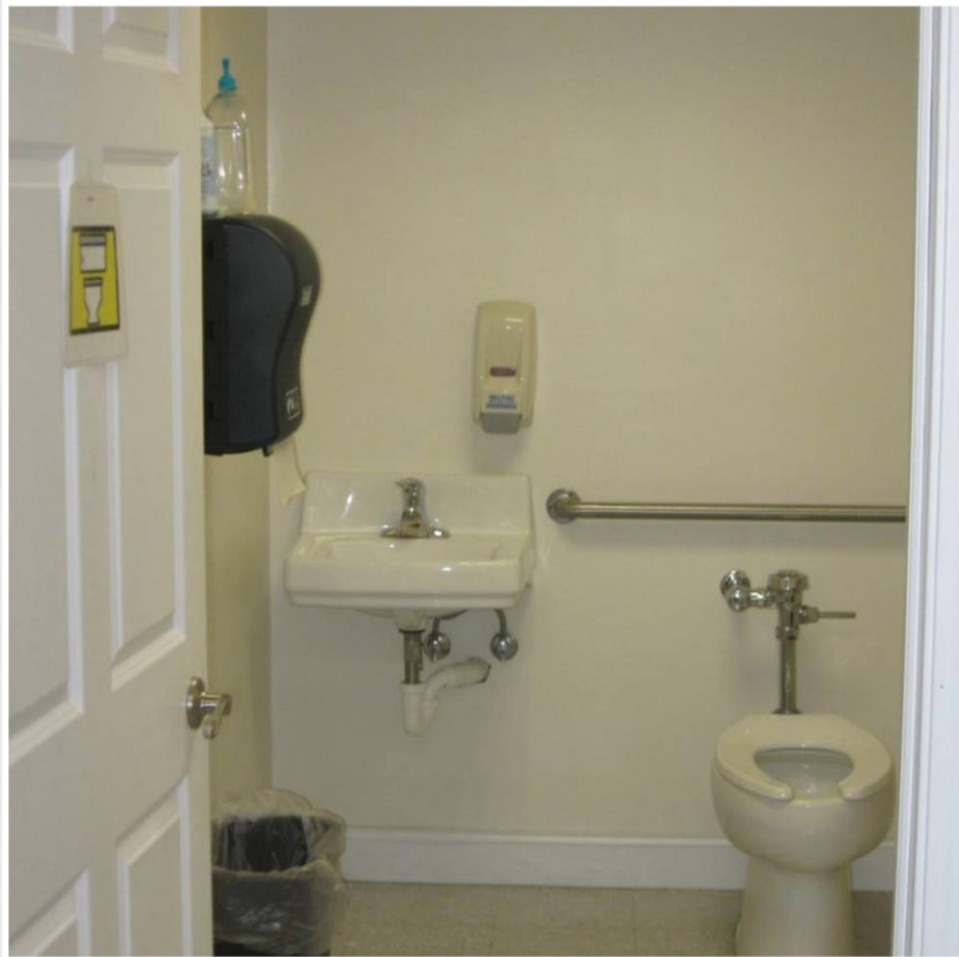
The reading cove is an area where students independently listen to books that are on tape or CD.

Snack



Children with autism can have great difficulty in tolerating certain foods. Due to this difficulty, some students may not eat an adequate portion of the school lunches. To make sure students are healthy, nourished, and ready for learning, the schedule has short breaks at 10 and 2 for the student to have a small snack. Parents will supply their child's snacks which will be kept in a labeled container. Milk is available for purchase at the school.

Bathroom



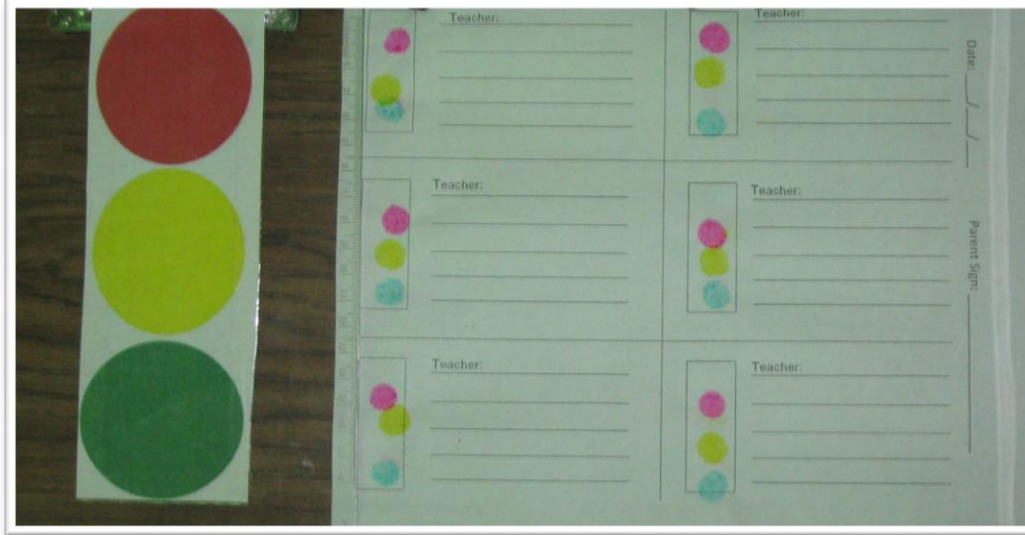
We have a private bathroom for the students in the program.

Behavior Modification

Behavior modification

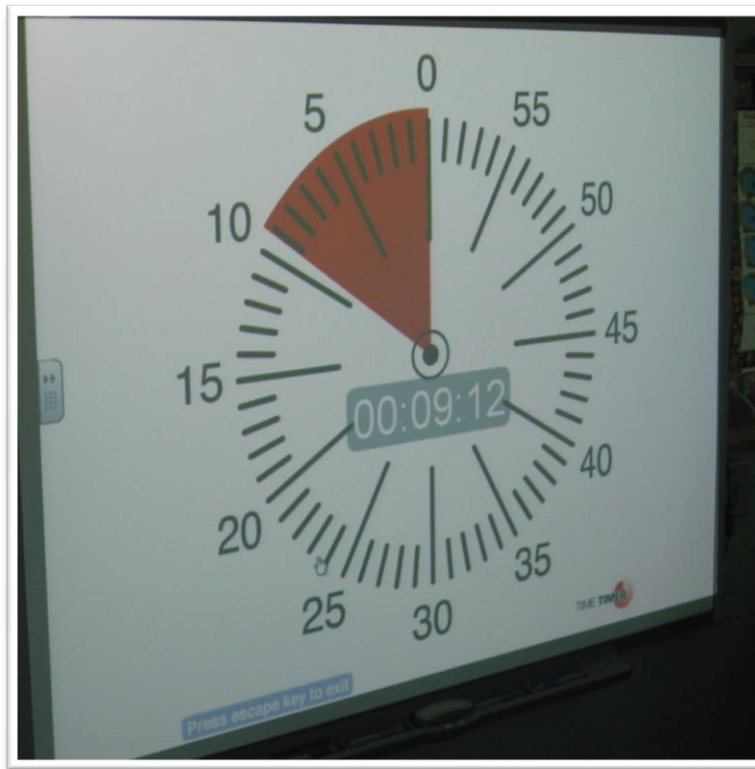


This clipboard is used to communicate a task that needs to be completed first (perhaps a non-preferred item) but will be followed by a preferred item.



This is an example of a possible behavior modification tool. This one is based on a stoplight with green indicating that the current behaviors are appropriate, yellow would indicate a warning that behaviors are not meeting the expectation of the teacher and need to be corrected, and finally red indicates that the activity/instruction is going to stop until the behaviors are modified. A clip can be used to visually mark where he/she is currently performing. At the end of each activity, a staff member circles the corresponding color that the student ended on. This particular example has five objectives listed on the top. They are follow directions, appropriate sounds, safety first, respectful talk, and take care of yourself.

Behavior modifications



This is a visual timer that is projected onto the Smartboard. The timer can be set for any amount of time and the red disappears as the time goes away. Students respond to this because they have a visual cue that prepares them for understanding how long a task is expected to take. At the end of the time, the chimes sound and the students move on to the next station. We also have individual visual timers to use outside the classroom.